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Thesis

AN ANALYSIS OF HIGH SCHOOL NEWSPAPERS
FOR GUIDANCE CONTENT

Submitted by
William P. Matthias
(A.B., Amherst, 1943)

In partial fulfillment of the requirements for
the degree of Master of Education

1949

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CHAPTER I

A STATEMENT OF THE PROBLEM

THE NATURE AND PURPOSE OF THE STUDY

In the years following World War I many forward-looking educators saw the need for a total effort by the school to help students with their personal problems. This need found its roots in several changing factors in our society. These included the decline of church and home influence, the rapid increase in the types of jobs available, and the increase in the amount of leisure time available to the average worker. This need was for a new service apart from the duties of the classroom teacher and the administrator, which would provide young people with understanding help in facing and solving their many personal problems. Thus there evolved, slowly at first, and more rapidly since World War II, a service called guidance. Guidance attempts to help the pupil with his problems. It is a service in which the individual rather than subject matter is all-important. Guidance seeks to help the individual make wise decisions, intelligent plans, and good adjustments with respect to various per-

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sonal problems: academic, vocational, social, moral, health, family, leisure time, and financial.

One essential phase of a comprehensive guidance service is that of imparting to pupils the kinds of information necessary to make needed adjustments, decisions, and plans. One method of doing this is through the school newspaper. The purpose of this study is to determine the extent to which information of a guidance nature is being presented through the medium of school newspapers in representative high schools in the United States.

SCOPE OF THE INQUIRY

The possibility of using the school newspaper as an instrument of guidance seemed very real to the writer as soon as he began the study of guidance. Such an instrument for disseminating guidance information might even provide the first stepping-stone for a guidance program still in its embryonic stage. Before beginning the survey he was quite sure that the school newspaper is little used by guidance personnel. Certainly there seemed to be no research that pertained directly to his subject either in the literature on guidance or in that on school journalism.

The question then was what type of survey would be most enlightening. In connection with an analysis of the content of selected school newspapers, a questionnaire to

high school guidance people to obtain information about the use of the school paper as a guidance tool seemed at first to be in order. It was felt, however, that if a questionnaire and a request for newspapers were sent together there might be some selection either in newspapers or in answers to questions. Such a selection would be undesirable. Then too, it seemed that a general survey of what is apparently being done should come first. It was therefore decided to send for the various newspapers without direct reference to the specific project.

This thesis is based on an analysis of 354 newspapers solicited from high schools all over the country. These newspapers were those awarded one of the top three ratings in the newsprint class by the Columbia Scholastic Press Association in its twenty-fourth annual contest, (1947-1948). Schools were asked to send their most recent available issue. The papers received were to be tabulated according to state, size of institution, type of article, and under various guidance topics.

The data to be presented can not be accepted as absolutely representative of the role of the school newspaper as a medium for imparting guidance information. The limitations of the study imposed by the nature of the study are indicated in the following general assumptions. In the first place, it must be assumed that the publi-

cations received are typical of school newspapers in general as to guidance content. In the second place, it is assumed that they are representative of the other issues throughout the school year. A third assumption is that the journalistic quality of these newspapers would in no way reflect guidance practices that differed from the average school. The study is further limited in that there is no way to know what was intended to be printed as guidance information by a guidance department or a guidance-minded faculty advisor of the newspaper. Probably many of the articles come within the categories and the criteria set up for this study only by coincidence. Furthermore many school newspaper articles defy limitation to a definite or even general category as defined by the criteria for analysis. But many articles will undoubtedly fall definitely within a category and yet have absolutely no guidance value. And lastly after tabulating the articles there will be no way to tell which marks represent excellent articles and which represent nearly worthless ones. However, since this is apparently a basic study, the criteria will have to be liberal and the findings will necessarily be general.

GUIDANCE SERVICES AND THE SCHOOL NEWSPAPER

Guidance, still in its infancy, is having a difficult

time finding its proper place in our educational system. Until recently many conservative teachers and administrators scoffed at guidance as unnecessary. More recently, especially since World War II, it has become quite popular to attach something called guidance to the school program. In too many cases those involved in the new guidance program have little idea of the scope of the service to be offered. There is not now, nor can there ever be any single "best" guidance program. The needs and means of various communities differ, and methods must be adopted to situations. However a good guidance program should offer certain basic services.

Guidance services may be divided roughly into five separate categories. The first is gathering information about the individual. This may be done through testing, personal information blanks, and teacher evaluations. A second service, previously noted, is imparting information. This phase has been attempted through various programs: homeroom guidance, group conference classes, plays, orientation programs, field trips, and career days. A third phase is counseling. It is in this phase that the student receives the personal attention of the guidance workers in an interview situation. The guidance program should also include follow-up studies on graduates and community studies. These would evaluate the work of the program

and provide up-to-date data on local problems and job opportunities. The last function of guidance is placement. Placement is not only the securing of a job for an individual; it also includes the preparation of the individual to seek and secure his own appropriate employment.

This thesis is concerned with a special phase of the second service of guidance, that of imparting information. Several methods of doing this were mentioned above as having been used in the past. Another method that experts in the field of guidance almost universally suggest is to use the school newspaper as a medium for imparting guidance information. Certainly the school newspaper written for and by the pupil does seem a natural and excellent medium for helping resolve his personal problems. Authorities on administration have long suggested that the school newspaper can be used by administrators as a publicity organ to place important information before the student body or the parents. The movement in this direction by many administrators sets a precedent that guidance workers can follow. There appears to be no study which would prove or disprove the contention that school newspapers can be used effectively in this way, but several magazines, in particular the adolescent girls' magazine, Seventeen, have been acclaimed for their guidance attempts in writing

and provide up-to-date data on local problems and job opportunities. The first question of course is placement. Placement is not only the securing of a job for an individual; it also includes the preservation of the individual to seek and secure his own appropriate employment.

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articles that are most pertinent to many personal problems of the reader.

There seems to be every reason, then, for investigating this means of aiding students with their problems. The question, therefore, appears not to be, "Should it be done?" but rather, "Where should it start?" Two studies apparently vie for first place: first, "What is now being done by school newspapers in this line?" and second, "What do directors of school guidance programs think about using this means?" As stated above, it seemed necessary to know first what is now being done before asking guidance directors what they think should be done. This study through an analysis of high school newspapers attempts to find to what extent this medium is used either by accident or by conscious direction of the guidance departments.

With the aid of the following information, the reader should be able to understand the purpose and scope of the study. The purpose of the study is to determine the extent to which high school newspapers are used as a means of providing guidance information to students. The scope of the study is limited to the analysis of high school newspapers in the United States. The study is a descriptive study and does not attempt to establish any causal relationships. The study is a preliminary study and is intended to provide a basis for further research.

William A. Harris and Clifford B. Friedman, Editors
of the Secondary School, D. Appleton-Century Company, New York, 1937, p. 11

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CHAPTER II

REVIEW OF PERTINENT LITERATURE

VIEWS OF GUIDANCE AUTHORITIES

The excellent possibilities of guidance departments making use of school newspapers seem in general to have escaped most writers in the fields of both guidance and school publications. This is not surprising when one considers the newness of the guidance concept. Authorities have necessarily had to dwell on the broader aspects of this educational endeavor. As indicated in Chapter I many methods of group instruction have been experimented with, but as yet disseminating information through school papers has not received its proper emphasis.

Although many of the experts mention that the school newspaper method does exist, they do not elaborate at any length on their basic statements. Hamrin and Erickson¹ indicate this in their analysis of guidance through extra-curricular activities.

¹Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School, D. Appleton-Century Company, New York, 1939, pl83

CHAPTER II

REVIEW OF READING LITERATURE

VIEWS OF OUTRAGE ACTIVITIES

The excellent possibilities of guidance departments making use of school newspapers were in general so have assigned most writers in the field of both guidance and school publications. This is not surprising when we consider the richness of the guidance concept. Authors have necessarily had to dwell on the broader aspects of this educational endeavor. As indicated in Chapter I many methods of group instruction have been experimented with, but as yet dissemination information through school papers has not received its proper emphasis. Although many of the experts mention that the school newspaper method does exist, they do not elaborate at any length on their basic statements. Martin and Erickson¹ indicate this in their analysis of guidance through extracurricular activities.

¹ Martin, A. and Erickson, E. *Guidance in the Secondary School*. D. Appleton-Century Company, New York, 1933, p. 183.

That only a few schools have recognized the distinctive guidance possibilities inherent in the extra-curricular activities of the school is apparent from an analysis of the literature in the fields of both guidance and extra-curricular activities.

They go on to say that the school newspaper, the most valuable extra-curricular activity, can greatly aid the guidance program by having articles concerning orientation, school government, colleges, and occupations of graduates.

Chisholm¹ in his book, Guiding Youth in Secondary Schools, has perhaps the most thorough statement in this respect.

The high school newspaper furnishes an excellent medium through which students may receive guidance information. Its possibilities in this respect, however, have caught the vision of only a few guidance workers. . . . It (the newspaper) should contain a guidance section, and, since guidance is conceived as a continuing service, there should be a guidance section in each issue of the paper.

Billings² in Group Methods of Studying Occupations made no reference to the possibility of using the school publication as a group method of studying occupations. She did say, however, that any activity which would help

¹Leslie L. Chisholm, Guiding Youth in the Secondary Schools, American Book Company, New York, 1945, p114

²Mildred Lincoln Billings, Group Methods of Studying Occupations, International Textbook Company, Scranton, 1941, pl-513

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¹ Christie, L. Guiding Youth in the Secondary Schools, American Book Company, New York, 1934, 214

² From Methods of Studying Occupations, International Textbook Company, Newton, 1931, 21-22

the pupil gain information along vocational lines should be complementary to the main program.

On the scanty information available the value of disseminating guidance information through the school newspaper appears to be quite real and as yet comparatively untapped. Another value of the school publications to guidance might possibly be to provide the students with experience in the various phases of journalism. Of the writers mentioning this possibility, one or two think that work in high school journalism has some real value, but in general they feel that school newspaper work is not vocational in nature. Fretwell¹ who represents the latter group says:

High school work on the newspaper may serve as one means of enabling the pupil to explore his own interests, aptitudes, and abilities, and at the same time enable him to explore, somewhat, the field of journalism, but the high school can no more educate and train the journalist than it can the doctor or lawyer.

Thus it seems that although the school newspaper can not be considered a medium for vocational training, it can and should serve as an instrument for placing guidance information before the student body.

¹Elbert R. Fretwell, Extra-Curricular Activities in Secondary Schools, Houghton Mifflin Company, Boston, 1931, p305

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On the other hand, information available in the school districting and other information through the school newspaper appears to be quite real and as yet somewhat actively neglected. Another value of the school publication to students might possibly be to provide the students with experience in the various phases of journalism. Of the writers mentioning this possibility, one or two think that work in high school journalism has some real value, but in general they feel that school newspaper work is not vocational in nature. Yetwell,¹ who represents the latter group says:

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¹Robert B. Yetwell, *Journalism Activities in Secondary Schools*, Boston: Little Company, 1921, page 10.

COMMENTS OF CORRESPONDENTS AND GUIDANCE WORKERS

Lawrence R. Cambell of the University of Oregon School of Journalism in a personal letter wrote that he had seen no adequate appraisal of the role of the school press in disseminating guidance data. Roland Wolseley of Syracuse University and Robert Hennemuth of Boston University implied the same thing, and the available literature supports the statements of these men.

However, although there seems to have been no research done on the possibility of using the school paper for guidance purposes, there is mention in the literature of a few isolated cases where it has been employed successfully. One would then assume as indicated by Chisholm's¹ statement that some guidance workers of vision are capitalizing on perhaps the best method of inexpensive group guidance, a method that should pay real dividends to the guidance workers' efforts.

Dorothy Speer,² chairman of the guidance department of the Paterson High School, Baltimore, in her article with Evelyn Rohr, says:

Our use of The Press has produced a steady stream

¹Chisholm, Op cit, p13

²G. Evelyn Rohr and Dorothy Speer, "The Guidance Service Uses the School Newspaper" Occupations, (March, 1948), 26, 6, 363

COMMITTEE ON CONDUCT AND DISCIPLINE
 Lawrence H. Gansbuhl of the University of Oregon
 School of Journalism is a person of high repute who
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Dorothy Spear, chairman of the guidance department
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Gansbuhl, op cit, p. 13

20. Evelyn Kohn and Dorothy Spear, "The Guidance Ser-
 vice Uses the School Newspaper," Guidance, (March, 1943),
 20, 6, 263

of inquiring students and faculty members, who voluntarily visit our Guidance Department to follow up what they have read in their school newspaper.

She goes on to say that the following types of information are dealt with: college opportunities, occupational information, new curricular offerings, statistical information, such as employment trends, and other miscellaneous information.

In a book edited by Erickson and Happ¹ the statement is made that articles in the school newspaper prepared under the direction of the counselor caused a great deal of interest among the pupils. Sybelle Paynter² suggests that teen-age problems could be discussed in place of the inevitable gossip column.

Another writer, M. D. Cromer,³ in speaking of activities which his school's newspaper, the Booster of Pittsburg, Kansas, has done, says:

Thinking high school students are interested in ways to make a living, the Booster staff made a survey of the occupational interests of pupils in school, classified the results, and conducted

¹Clifford E. Erickson and Marion Crosley Happ, Guidance Practices at Work, McGraw-Hill Book Company, Inc., New York, 1946, pl07-141

²Sybelle J. Paynter, "Gossip Column Substitutes" School Activities, (November, 1946), 18, 81-82

³M. D. Cromer, "School Paper Takes the Initiative in Creating Special Services" The Clearing House, (April, 1946), 20, 496

of interesting students and faculty members, who voluntarily visit our Guidance Department to follow up what they have read in their school newspaper.

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is made that articles in the school newspaper prepared under the direction of the counselor caused a great deal of interest among the pupils. Byelle Payer² suggests that fact-age problems could be discussed in place of the inevitable gossip column.

Another writer, W. D. Gromer,³ in speaking of activities which his school's newspaper, the Booster of Tipton, Kansas, has done, says:

Thinking high school students are interested in ways to make a living. The paper started a survey of the occupational interests of pupils in school, classified the results, and distributed

¹ Clifford E. Erickson and Marion Grosvenor Hagg, Guidance Practices at Work, McGraw-Hill Book Company, Inc., New York, 1936, p. 107-108.

² Byelle J. Payer, "Gossip Column Substituted", School Activities, (November, 1934), 18, 81-82.

³ W. D. Gromer, "School Paper Takes the Initiative in Great of Special Service", The Classic House, (April, 1936), 20, 406.

weekly interviews with successful people in the fields most popular with the young readers. . . .

As a service to the school and the community a reporter interviews the city health officer every two weeks, showing the state of health existing in the city and making recommendations for control and prevention of disease to students, teachers, and parents.

It is encouraging that the guidance possibilities of the school newspaper are realized by some workers. Their intentional use of and apparent success with this method indicates its potentialities.

RELATED STUDIES

In all the literature surveyed, only one piece of research had anything like a direct bearing on the subject at hand. This was the master's thesis of Joseph C. Carter,¹ Assistant Professor of Journalism at Temple University. Mr. Carter, in a study based on 74 newspapers receiving the top ratings of the Columbia Scholastic Press Association and the National Scholastic Press Association, attempted to find the characteristics of leading school papers. In analyzing the types of articles, he found that 5.7 per cent of all editorials pertained to guidance. However, this was a total of only ten articles. Guidance was not mentioned in connection with news arti-

¹Joseph Cleveland Carter, "Editorial Standards For Printed High School Newspapers" Syracuse University Thesis, (Unpublished), August, 1945

cles which numbered about fifteen times as many articles as the editorials. Thus, there is no way to tell how many guidance articles there were in the 74 papers he analyzed, especially since some articles he had under the heading of "curricular" and "alumni" might just as appropriately have been grouped under a guidance classification. His statistics were also misleading as far as this thesis is concerned in that the editorials written to influence the reader were predominantly concerned with problems of war and peace. However, the distribution of papers used in his study are of such a nature that a comparison can be made in the research chapter of this thesis.

In his thesis, which by nature, touched only incidentally upon guidance, Mr. Carter emphasized the fact that the guidance program could use the school paper to place information before the school population. Such a statement from a journalist is most significant and adds much to similar statements by guidance people.

CHAPTER III

PROCEDURES

SELECTION OF SCHOOLS

The review of literature pertaining to guidance and to high school journalism yielded no research dealing with the guidance service making use of the school paper as a means of group guidance. From the possibilities for an initial study in this field the writer chose to survey school newspapers for guidance content on a national scope. The difficulty of selecting a group of schools that published newspapers was overcome by obtaining from the Columbia Scholastic Press Association a list of winners in its twenty-fourth annual contest. From this list 354 papers in the newsprint category were chosen for this study. These papers were those that had been awarded one of the top three ratings: medalist, first class, and second class.

NATURE OF REQUESTS MADE OF SCHOOLS

A letter was sent to the 354 schools requesting a copy of their school newspaper. It was written with a

view to obtaining the quickest and largest return. Although it might have been fair to include a short explanation of the proposed study, no direct reference was made of the intended use of the paper. It was felt that if an explanation were made the returns might be selective. It was feared that schools not using their paper in connection with guidance would tend not to comply with the request. This would greatly distort the findings.

The following is a copy of the letter sent to the directors of the school newspapers selected:

Dear Sir:

I am conducting a survey of high school newspapers as a project at Boston University to determine the types of articles they contain. Because of your rating in the 24th Annual Contest of the Columbia Scholastic Press Association, I am writing to ask for a copy of the most recent available issue of the School Spirit for inclusion in this survey. Your assistance will be greatly appreciated, and any cost involved will be promptly remitted.

Sincerely yours,

CRITERIA FOR SELECTION OF PERTINENT DATA

The most important task to be done before actually tabulating articles was to establish criteria for analyzing the papers. A preliminary study of school papers showed that most articles would not definitely and clearly fall into any one category and that many articles appar-

ently falling under one or another of the headings would have no guidance significance whatever. Thus the criteria must definitely exclude certain types of articles as well as include for the study articles that have some guidance value. For example, according to Mr. Carter¹ over half the news items in a paper pertain to the co-curricular. Certainly most of such articles are not of a guidance nature. However, since this is such a broad survey, the criteria will be general in nature and the interpretation of them liberal. The following are the criteria used in this study.

Educational Orientation. Articles pertaining to educational orientation must be primarily of the type that gives information concerning the school, its plant, and its academic offerings. They are to be directed primarily to the freshmen or incoming freshman class. They will include information pertaining to the school facilities, explanations of courses offered, and discussions of the co-curricular program, the student government and the general organization. This section will not include news that prospective freshmen have been interviewed concerning their first year's course.

Curriculum. This section is to include discussions

¹Carter, Op cit.

of courses aimed at the student population in general and especially discussions of new courses and summer school courses and announcements concerning same. It will include mention of additions to the library and references to the visual education program, but will exclude news on class activities such as "The Biology Class Hears a Lecture by University Professor."

Testing. This section will include articles explaining any phase of the testing program and announcements concerning the testing program.

Higher Education. References to higher education will include any information pertaining to scholarships available, types of courses at various institutions, requirements for entrance to college, business school, nursing schools, or any other higher educational institution including the armed service schools. Not to be included will be announcements of scholarships received by members of the present senior class or listings of the schools to be attended by the seniors.

Co-Curriculum. In a school newspaper, the largest group of articles pertains to co-curricular activities. No articles regarding the activities of clubs or sport groups will be included in the tabulation for this thesis, nor will announcements of contests come under this heading. This section will include articles with information per-

taining to new clubs and general informational articles concerning the co-curricular program as a whole.

Graduates. This section will include any reference to graduates. Undoubtedly most articles will be of the news type telling where graduates are now located, but it is hoped that there will be some feature articles of the nature of follow-up studies that might have an educational-vocational value to the present students.

Educational and Vocational Planning. Originally it was planned to have a section for each of these two phases of planning, but the initial survey of the school newspapers showed that the two tended to be discussed together. This section is to include the following types of articles: how to make an educational-vocational plan, value of an education, the importance of a good school record, and changing plans to meet conditions.

Vocational Orientation. This section will contain articles pertaining in a general way to jobs such as articles on how to get a job, how to conduct oneself during an interview, and how to develop good attitudes toward work. Although information concerning particular jobs will not be included in this section, articles pertaining to work permits, social security, and union membership will come under this heading.

Occupational Information. In this category one will

find descriptions of occupational tours and career days, and articles describing various types of jobs, occupational fields of work, and the training necessary for various levels of work.

Job Opportunities. Notices of job opportunities and information concerning the school job registration program will be placed in this section.

Personal Responsibility and Conduct. Articles pertaining to one's responsibility to self, school, and community, and articles pertaining to conduct in all situations will be tabulated under this heading. Articles referring to school infringements will not be included.

Interests, Aptitudes, or Hobbies. Any general articles on interests, aptitudes, or hobbies will be included. Listings of students' present hobbies will not be used.

Family Relations. This section will contain articles relating to problems of marriage and family living.

Personality. Any reference on how to improve one's personality or how to solve type personality problems will come under this heading.

Health. Health references will include articles on the school health program, on how to keep in good physical condition, and on the necessity of keeping self and community clean.

Attitudes. Any articles pertaining to courtesy,

kindness, and tolerance in general will be included under this heading. Not to be included, however, will be articles with such references as these: school spirit at games, the deplorable way in which paper is strewn on the lawn, and noisy hallways.

Social. In this section one will find articles discussing actions in school and community other than those that would specifically come under the headings of personality or attitudes. It will include how to act at parties, at dances, and when at a friend's house. Other problems of adolescence, including boy-girl relations will also come under this heading.

Community. Articles which present information concerning activities in the community that are of general interest to the high school, including information pertaining to scouts, church, youth centers and clubs will be contained in this section. Notices of the present activities of these organizations will not be considered to have guidance value.

Vacation. This section will include information concerning possible travel, camping, or at-home activities, but will exclude listings of what students intend to do during the ensuing vacation.

In surveying the school papers for guidance content as outlined in the criteria above, every attempt will be

made to be fair to possible intentions of the writer and yet to eliminate articles with no real guidance significance.

PLANS FOR CLASSIFYING THE MATERIAL

The newspapers used in this study are to be analyzed in several ways. In the first place articles are to be typed as to whether they are mainly news or notices, or whether they are primarily editorials or features. All papers will be analyzed according to high school size and for frequency, length, and type of article pertaining to guidance. On the master chart prepared for the tabulation of the above data provision was also made to include places for the state in which the school is located, the requests for papers, and the actual returns. This was too much information to get on one chart, but the problem was solved by indicating the size of the school by the position of the entry under a particular heading. Thus the size of the school does not appear among the captions on the master sheet. Example:

Heading	
over 2500	301-750
1501-2500	under 300
1001-1500	total
751-1000	

Those captions which appear are State, the Requests, News and Announcements Pertaining to Guidance, Editorials and Features Pertaining to Guidance, and Totals.

Under guidance articles of both types and totals the following main headings appear: Educational, Vocational, Personal, Articles per Paper, and Words per Article.

Under Educational the following sub-headings appear: Orien-
tation, Curriculum, Testing, Concerning Higher Education,
Graduates, Co-Curricular Activities, and Educational and
Vocational Planning. The reason for placing planning

under both these main headings is explained in the criteria.

Under Vocational appear the following sub-headings: Orien-
tation, Occupational Information, and Job Opportunities.

The sub-headings under Personal are Responsibility and
Conduct, Interests, Attitudes, Family Relations, Community,
Vacation, and Health. Articles per Paper are to be tabu-
lated as to Zero, One, Two, Three, Four, and Five or More.

Words per Article will be broken up into the following
categories: 0-250, 251-500, 501-750, and Over 750 words
per article. The chart thus formed is entirely too big
to be included in this paper, but the information will be
presented through a discussion of the several tables into
which this data logically falls. The important questions
are: 1) What were the returns upon which the study is
based? 2) How prevalent are articles concerning guidance
in school newspapers? 3) How many of the various kinds
of guidance articles are there? 4) What is the word
length of the articles? 5) How many articles per paper

are there? 6) How do the results of the preceding questions correlate with high school size or locale of the school?

CHAPTER IV

FINDINGS

NUMBER OF SCHOOLS PARTICIPATING IN THE STUDY

PARTICIPATION BY GEOGRAPHIC AREA AND BY STATE

One of the most satisfying factors in this study was the large number of schools complying with the request for their newspapers. Table I shows that 354 papers were requested from schools in 43 states and the District of Columbia. Two hundred seventy papers were actually received from schools in 37 states and the District of Columbia. This was a return of 76 per cent. No requests were sent to schools in Minnesota, Nebraska, New Hampshire, New Mexico, Utah or Wyoming. No papers were received from schools in Arizona, Idaho, Maine, Massachusetts or North Dakota. Only one school was addressed in each of these states except for North Dakota in which case newspapers from three schools were solicited. It is interesting to note that from 13 states and the District of Columbia a return of 100 per cent was received; of these, Ohio had the greatest number of schools collected - 13. In the case of five states where more than 13 papers were asked for, the return

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PRESENTED BY GEOGRAPHIC AREA AND BY SIZE

One of the most satisfying factors in this study was the large number of schools complying with the request for their newspapers. Table I shows that 354 papers were requested from schools in 42 states and the District of Columbia. Two hundred seventy papers were actually received from schools in 37 states and the District of Columbia. This was a return of 76 per cent. No requests were sent to schools in Missouri, Nevada, New Hampshire, New Mexico, Utah or Wyoming. No papers were received from schools in Arizona, Idaho, Maine, Nebraska or North Dakota. Only one school was addressed in each of these cases except for North Dakota in which case newspapers from three schools were solicited. It is interesting to note that from 18 states and the District of Columbia a return of 100 per cent was received; of these, Ohio had the greatest number of schools solicited - 13. In the case of five states where more than 13 papers were asked for, the returns

TABLE I. AN ANALYSIS OF RETURNS BY STATES

States	Sent Out	Returned	% Returned
Washington, D.C.	5	5	100
Alabama	2	2	100
Arizona	1	0	0
Arkansas	1	1	100
California	18	15	83
Colorado	4	4	100
Connecticut	4	4	100
Delaware	2	1	50
Florida	6	6	100
Georgia	1	1	100
Idaho	1	0	0
Illinois	6	3	50
Indiana	5	5	100
Iowa	2	1	50
Kansas	4	4	100
Kentucky	2	2	100
Louisiana	1	1	100
Maine	1	0	0
Maryland	17	14	82
Massachusetts	10	9	90
Michigan	13	10	77
Minnesota	6	5	83
Mississippi	2	1	50
Missouri	0	0	
Montana	1	1	100
Nebraska	1	0	0
Nevada	0	0	
New Hampshire	0	0	
New Jersey	40	29	73
New Mexico	0	0	
New York	65	47	72
North Carolina	12	6	50
North Dakota	3	0	0
Ohio	13	13	100
Oklahoma	5	2	40
Oregon	5	5	100
Pennsylvania	42	33	76
Rhode Island	2	2	100
South Carolina	4	4	100
South Dakota	1	1	100
Tennessee	6	5	83
Texas	7	1	14
Utah	0	0	
Vermont	2	2	100
Virginia	10	8	80
Washington	6	5	83
West Virginia	10	7	70
Wisconsin	5	5	100
Wyoming	0	0	
Totals	354	270	76

were as follows: California, 18 sent for, 15 returned, 83 per cent; Maryland, 17 sent for, 14 returned, 82 per cent; New Jersey, 40 sent for, 29 returned, 73 per cent; New York, 65 sent for, 47 returned, 72 per cent; and Pennsylvania, 42 sent for, 33 returned, 76 per cent. These returns differ very little from the average return of 76 per cent.

Table II shows the returns from various geographic sections of the country. The highest return of papers was from New England where 89 per cent of the schools sent to complied with the request. The poorest return, 70 per cent, was from the South. This difference, although significant, should not affect the validity of the study. Certainly a 70 per cent return must be a representative sampling of the papers sent for.

TABLE II. AN ANALYSIS OF RETURNS BY GEOGRAPHIC SECTION

Section	Sent Out	Returned	% Returned
New England	19	17	89
Middle Atlantic	171	129	75
Southern	64	45	70
Mid-Western	64	49	76
Mountain	7	5	71
Western	29	25	86
Totals	354	270	76

There is almost no difference, as shown in Table III, in the returns from the various sized schools. Schools of over 2500 pupils returned comparatively the fewest

papers. Their returns were 70 per cent of the requests. The highest returns were from schools having between 1501 and 2500 pupils. Their returns were 82 per cent. This difference will in no way invalidate the study.

TABLE III. AN ANALYSIS OF RETURNS
ACCORDING TO SIZE OF SCHOOLS

Size of School	Sent Out	Returned	% Returned
Over 2500 Pupils	50	35	70
1501-2500 "	76	62	82
1001-1500 "	72	56	78
751-1000 "	54	38	70
301-750 "	64	51	80
Under 300 "	38	28	74
Totals	354	270	76

NUMBER AND PERCENTAGE OF GUIDANCE ARTICLES
INCLUDED IN SCHOOL NEWSPAPERS
SHOWN BY CATEGORIES

Table IV shows the total frequency of the various types of guidance articles according to the states from which the papers were received. There was a total of 553 articles or an average of about two articles per paper. The type of article appearing most frequently was the category of Curriculum with a total of 136 articles. No articles were found which fell under the heading of Personality.

Although the contents of some papers showed evidence that in a few cases guidance departments were making

TABLE IV. TYPES OF GUIDANCE ARTICLES BY STATES

State	Total Returned	Educational					Voc.			Personal							Total # of Art.	Articles/Paper				
		Orientation	Curriculum	Testing	Higher Ed.	Co-Curricular	Graduates	Ed-Voc Plan.	Orientation	Occ. Inf.	Job Opp.	Responsibility	Interests	Attitudes	Family Rel.	Personality	Health	Social	Community	Vacation		
Wash, DC	5		1		1		4					3		1							10	2
Ala.	2							1													1	.5
Ark.	1	1																			1	1
Calif.	15	1	3		5	1	3	1	1	3				2					1	1	22	1.5
Colo.	4	1	5			1	2		1	1									2		13	3.3
Conn.	4	1			1	1	1	1		1			2	1			1	1		2	13	3.3
Del.	1						1			1										1	3	3
Fla.	6		7				2	1		1				1			1		1	1	15	2.5
Ga.	1		2		1						1										4	4
Ill.	3		2		3		1	1													7	3.3
Ind.	5		4			1	1	1				1									8	1.6
Iowa	1											1							1		2	2
Kan.	4		2				2			1	1										6	1.5
Ky.	2	1	1		1																3	1.5
La.	1		1			1	1														3	3
Md.	14	1	9		4	4	6	1	1	7		2							1		36	2.6
Mass.	9	1	2	1	3	1	7	1	2			1							1		20	2.2
Mich.	10		8		1		2		1	3	1				1				1		18	1.8
Minn.	5		4	1	1	1	2			4							2	1			16	3.2
Miss.	1									2											2	2
Mont.	1																				0	0
N. J.	29	2	13		7	4	13	3	1	5		3	2	1			1	4	4	2	65	2.2
N. Y.	47	2	18		4	5	22	2	2	11	4	3		2	3		2	1	4	3	88	1.9
N. C.	6	1	5	1	2	1	2				1								6		19	3.2
Ohio	13		7	1	1	1	2	1	2	3	1			1					1		22	1.7
Okla.	2				2							1		1					2		6	3
Ore.	5		4			1	1			1	1	1					1				10	2
Pa.	33	1	15	3	2	3	13	1		10		3		3			4	3	3	1	65	2
R. I.	2						2														2	1
S. C.	4		2			2	3					1									8	2
S. D.	1									1											1	1
Tenn.	5		1				3				1										5	1
Vt.	2						1			2											3	1.5
Va.	8		7		1	3		1	1	2	2	1			1		2		1		12	2.8
Wash.	5		6								1	1					1		1		10	2
W. Va.	7		2	1	1	1		2												1	10	1.8
Wis.	5		5		2		2			3							1			1	14	2.8
Totals	270	13	136	8	42	29	103	18	14	62	14	21	5	14	5	0	15	11	29	14	553	2.05

excellent use of the school paper to place guidance information before the students, the overall analysis shows that such is not the general case. For example, under the heading of Higher Education, there are only 42 articles. Since all papers used were published within the last three months of the school year, one might assume that there would be more than 42 articles concerning higher education in a total of 270 newspapers. Further proof that little guidance work is done through these papers is seen by the facts that there were only 14 articles pertaining to job opportunities, and only 14 concerning ways in which to spend a vacation.

Table V sets forth the frequency of occurrence of the news-notice type of article by states. There were a total of 397 articles in this section or about one and one-half articles per paper. Under the heading of Educational Curriculum appeared the largest number of articles with a total of 123. In the Vocational category, Occupational Information was the most frequent with 54 articles. Articles concerning the Community occurred most frequently in the Personal section. Sixteen were found under this heading.

Table VI similarly analyzes the editorials and features. The articles found in this study that appear most valuable, guidance-wise, are in this section.

TABLE VI. EDITORIAL AND READING TYPE

TABLE V. NEWS AND NOTICE TYPE OF GUIDANCE ARTICLE BY STATE

State	Total Returned	Educational						Ed-Voc Plan.	Voc.		Personal						Total # of Art.	Articles/Paper				
		Orientation	Curriculum	Testing	Higher Ed.	Co-Curricular	Graduates		Orientation	Occ. Inf.	Job Opp.	Responsibility	Interests	Attitudes	Family Rel.	Personality			Health	Social	Community	Vacation
Wash,DC	5		1				4														5	1
Ala.	2																				0	0
Ark.	1																				0	0
Calif.	15	1	3		4	1	3		1	2									1		17	1.1
Colo.	4	1	4			1	2		1										2		11	2.8
Conn.	4	1			1	1	1	1		1		1					1				8	2
Del.	1						1		1												2	2
Fla.	6		7				2											1			10	1.7
Ga.	1		2		1					1											4	4
Ill.	3		2		1		1														4	1.3
Ind.	5		4			1	1														6	1.2
Iowa	1																				0	0
Kan.	4		2				1		1	1											5	2.3
Ky.	2	1			1																2	1
La.	1		1				1														2	2
Md.	14		9		3	4	6		7									1			30	2.1
Mass.	9	1	1	1	3	1	7														14	1.6
Mich.	10		8		1		2		1	3	1										16	1.6
Minn.	5		3	1			2		4							2					12	1.2
Miss.	1								2												2	2
Mont.	1																				0	0
N. J.	29	2	13		7	3	12		1	5						1		2			46	1.6
N. Y.	47	1	13		2	1	21			9	3					2		2	2		56	1.2
N. C.	6		5	1	2		2				1							1			12	2
Ohio	13		5	1		1	2	1		3	1										14	1.1
Okla.	2				1													2			3	1.5
Ore.	5		4			1	1			1	1										8	1.6
Pa.	33	1	14	3	1	3	13			8						4		3			50	1.5
R. I.	2						2														2	2
S. C.	4		2			2	3														7	1.8
S. D.	1								1												1	1
Tenn.	5		1				3				1										5	1
Vt.	2						1			2											3	1.5
Va.	8		6				3				2					2					13	1.6
Wash.	5		6								1					1		1			9	1.8
W. Va.	7		2	1			1												1		5	.7
Wis.	5		5		2		2			3						1					13	1.6
Totals	370	9	123	8	30	20	100	2	3	54	13	1				14		16	4		397	1.47

TABLE VI. EDITORIAL AND FEATURE TYPE
OF GUIDANCE ARTICLE BY STATE

State	Total Returned	Educational					Voc.		Personal							Total # of Art.	Articles/Paper					
		Orientation	Curriculum	Testing	Higher Ed. Co-Curricular	Graduates	Ed-Voc Plan.	Orientation	Occ. Inf.	Job Opp.	Responsibility	Interests	Attitudes	Family Rel.	Personality			Health	Social	Community	Vacation	
Wash,DC	5				1						3		1							5	1	
Ala.	2						1													1	1.5	
Ark.	1	1																		1	1	
Calif.	15				1		1		1				2							5	.3	
Colo.	4		1					1												2	.5	
Conn.	4										1	1					1		2	5	1.3	
Del.	1																	1		1	1	
Fla.	6						1		1			1				1		1		5	.8	
Ga.	1																			0	0	
Ill.	3				2		1													3	1	
Ind.	5						1				1									2	.4	
Iowa	1										1							1		2	2	
Kan.	4					1														1	.3	
Ky.	2		1																	1	.5	
La.	1				1															1	1	
Md.	14	1	1		1		1	1			2									6	.4	
Mass.	9							1	2				1							6	.7	
Mich.	10													1				1		2	.2	
Minn.	5		1		1	1											1			4	.8	
Miss.	1																			0	0	
Mont.	1																			0	0	
N. J.	29				1	1	3				3	2	1				4	2	2	19	.7	
N. Y.	47	1	5		2	4	1	2	2	2	1	3		2	3		1	2	1	32	.7	
N. C.	6	1				1												5		7	1.2	
Ohio	13		2		1			2				1	1						1	8	.6	
Okla.	2				1						1		1							3	1.5	
Ore.	5										1		1							2	.4	
Pa.	33		1		1		1		2		3		3				3			15	.5	
R. I.	2																			0	0	
S. C.	4										1									1	.25	
S. D.	1																			0	0	
Tenn.	5																			0	0	
Vt.	2																			0	0	
Va.	8																			0	0	
Wash.	5		1		1		1	1	2		1		1				1	1		9	1.1	
W. Va.	7										1									1	.2	
Wis.	5				1			2	2											5	.7	
Totals	270	4	13		12	9	3	16	11	8	1	21	4	14	5		1	11	13	10	156	.58

The 156 articles in this group, about one article for every two papers is roughly one-fourth of the total number found. Articles concerning Educational-Vocational Planning appeared most frequently under the first two headings and Responsibility appeared oftenest under the Personal heading. The actual total, however, was rather uniformly distributed throughout several of the categories. Thus the Editorial and Feature articles apparently deal with a great many of the varied types of information with which a guidance department is concerned. This bears out the contention of the writer that using the school newspaper as an instructional tool has unlimited possibilities.

It was originally hoped that in spite of the very general nature of the criteria, the great majority of articles in any one category would have real guidance worth. However, on closer examination, it can be seen that a certain few categories containing little real guidance value distort the findings. This will be shown through an analysis of Table VII. Two categories alone, Curriculum and Graduates, account for about 43 per cent of the articles. The preponderance of these articles have slight if any instructional worth. Of the 136 Curriculum articles, that is, 25 per cent of the total, only 13 or two per cent have real guidance use. These 13 articles

TABLE VII. ARTICLES PER CATEGORY BY PER CENTS

Category	Totals		News and Notices		Editorials and Features	
	# of Art.	% of Total	# of Art.	% of Total	# of Art.	% of Total
Educational						
Orientation	13	2.3	9	1.6	4	.7
Curriculum	136	24.6	123	22.3	13	2.3
Testing	8	1.4	8	1.4	0	0
Higher Education	42	7.6	30	5.4	12	2.2
Co-Curricular	29	5.2	20	3.6	9	1.6
Graduates	103	18.6	100	18.1	3	.5
Ed-Voc Planning	18	3.2	2	.4	16	2.8
Vocational						
Orientation	14	2.5	3	.5	11	2.0
Occupational Inf.	62	11.8	54	10.4	8	1.4
Job Opportunities	14	2.5	13	2.3	1	.2
Personal						
Responsibility	21	3.8	0	0	21	3.8
Interests	5	.9	1	.2	4	.7
Attitudes	14	2.5	0	0	14	2.5
Family Relations	5	.9	0	0	5	.9
Personality	0	0	0	0	0	0
Health	15	2.7	14	2.5	1	.2
Social	11	2.0	0	0	11	2.0
Community	29	5.2	16	2.9	13	2.3
Vacation	14	2.5	4	.7	10	1.8
Totals	553	100	397	71.5	156	28.5

found in the feature-editorial section contain information such as descriptions of new courses to be added to the curriculum. The 129 articles in this category under News Articles were mostly listings of books added to the library and listings of regular school or summer school courses. Certainly such listings have a guidance value, but as they appeared, they were informational articles probably put out by the librarian or the administration, and, in any case, distort the picture by the weight of

their numbers. The other category which unduly increased the totals was the Graduates listing. Of the 103 articles concerning graduates, 19 per cent of the total, only three were of the feature type. These three, a mere one-half of one per cent, contained a discussion of a graduate's activities in such a way that it would have guidance value to the present pupils. The other 100 articles, the news items, merely list the activities of graduates. The last group in the number of articles that definitely outweigh their value is the Occupational Information category. Although 62 articles, or 12 percent of the total, were found in this category, 54 were of the news type such as descriptions of career days. That means that only eight articles contained descriptions of careers.

Thus the picture is reduced to this - that approximately 267 of the 553 articles are of dubious value to the student. Therefore it can be said that only about 286 articles or approximately one article per paper may contain some valuable guidance information. Certainly this appears to be a much fairer estimate of the number of articles that do have a guidance value as originally conceived by the writer.

The length of the articles throws some light on how the articles were written. In everyday journalistic practices, news articles generally are longer than editorials.

However, in the guidance articles as outlined in the criteria in Chapter III, one would expect notice type articles to be shorter than the editorial type. Table VIII indicates that this is true to a small degree. Of a total of 156 editorial and feature type articles, 48 or 31 per cent are longer than 250 words, while of a total of 397 news type articles, only 79 or 20 per cent are longer than 250 words. Although the difference is not as great as one might expect, it is great enough to say definitely that the feature-editorial type article is longer than the news-notice type article. This is also borne out in all of the sections taken by size of school except in the Under 300 pupils category where the higher percentage is of the news-notice type.

TABLE VIII. WORDS PER ARTICLE ACCORDING TO SCHOOL SIZE

Size of School	Totals				News and Notices				Editorials and Features			
	0-250	251-500	501-750	Over 750	0-250	251-500	501-750	Over 750	0-250	251-500	501-750	Over 750
Over 2500	46	16			34	8			12	8		
1501-2500	112	26	8		88	17	4		24	9	4	
1001-1500	66	34	1		52	22			14	12	1	
751-1000	69	17	1	1	53	12	1	1	16	5		
301-750	87	10		2	60	8			26	3		2
Under 300	43	12	1	1	28	9			16	2	1	1
Totals	423	115	11	4	315	76	5	1	108	39	6	3

Table IX shows by states the number of articles per paper. From it one can see how few guidance articles there were in the majority of cases. Of the 270 papers returned, 49 or 18 per cent had absolutely no articles that in any way came under the headings and criteria put forth in this thesis. Another 64 papers or 24 per cent of the total contained but one article. Another way of stating these facts is that 42 per cent of the papers contributed only 64 or 11 per cent of the total articles. On the other hand 23 papers contained four articles apiece and 19 contained five or more. One of these, the Green Lights of Greenville, North Carolina, had 11 articles that fell into some guidance category. Thus 42 papers or only 16 per cent contained 211 articles or 39 per cent of the total.

Assuming that the papers analyzed represent school papers in general, it can be said that relatively few contain many articles that have guidance significance, and since a large percentage of the articles tabulated are not very valuable guidance-wise, certainly little is being done in the country as a whole to disseminate guidance information through high school newspapers.

TABLE IX. ARTICLES PER PAPER ACCORDING TO STATES

State	Number of Articles per Paper					
	None	One	Two	Three	Four	Five or More
Washington, D.C.		1	3	1		
Alabama	1	1				
Arkansas	1					
California	2	6	4	3		
Colorado		1	1	1		1
Connecticut		1		1	1	1
Delaware				1		
Florida	1	2		1	1	1
Georgia					1	
Illinois	1		1			1
Indiana	1	1	2	1		
Iowa			1			
Kansas	3					1
Kentucky		1	1			
Louisiana				1		
Maryland	1	3	3	4	1	2
Massachusetts	3		1	2	2	1
Michigan	3	4		2		1
Minnesota	1			2	1	1
Mississippi			1			
Montana	1					
New Jersey	5	6	7	6	2	3
New York	8	11	17	6	3	2
North Carolina		2	3			1
Ohio	4	2	3	2	2	
Oklahoma			1		1	
Oregon	1	1	1	1	1	
Pennsylvania	5	9	8	7	2	2
Rhode Island		2				
South Carolina		2		2		
South Dakota		1				
Tennessee	3	1			1	
Texas	1					
Vermont		1	1			
Virginia	1		2	2	3	
Washington	1	1	1	1	1	
West Virginia	1	3	2	1		
Wisconsin		1	3			1
Totals	49	64	67	48	23	19

RELATION OF SCHOOL SIZE TO GUIDANCE CONTENT

Table X shows the number of articles per category according to school size. This table is presented that the reader may see the exact distribution of the various types of articles according to the size of the schools. No significant comparisons can be made in such a breakdown in that the totals per category are generally so very small. For example the total number of articles under Family Relations and Interests are only five apiece. There are only four totals large enough to allow an average of five articles per school size. Although an analysis of the largest category reveals some percentage differences in articles per school size, there is no worthwhile deduction which can be made from such an analysis.

A more significant study would be that of Table XI, where the numbers of articles per paper according to school size are compared. It would seem on the one hand that small schools, where it is rather difficult from a financial point of view to develop a very thorough guidance program, might make considerable use of the school journal in disseminating guidance information. On the other hand it would seem that the larger schools, which would presumably have a more fully developed guidance program, would utilize the school paper more extensively

TABLE X. NUMBER OF ARTICLES PER CATEGORY
ACCORDING TO SCHOOL SIZE

Category	Size of Schools							Total
	Over 2500	1501- 2500	1001- 1500	751- 1000	301- 750	Under 300		
Educational								
Orientation	3	2	2	1	4	1	13	
Curriculum	10	48	28	20	17	13	136	
Testing			2	1	4	1	8	
Higher Education	5	11	8	11	4	3	42	
Co-Curricular	4	8	5	7	3	2	29	
Graduates	13	22	25	17	17	9	103	
Ed-Voc Planning	2	4	3	3	2	4	18	
Vocational								
Orientation	2	3	3	2	3	1	14	
Occupational Inf.	6	15	9	8	14	10	62	
Job Opportunities	2	6	1		2	3	14	
Personal								
Responsibility	3	9	4	2	2	1	21	
Interests	2			1	1	1	5	
Attitudes	2	5		2	4	1	14	
Family Relations		3		1		1	5	
Personality							0	
Health	1	2	1	3	7	1	15	
Social	1	1	2	1	4	2	11	
Community	3	5	5	4	10	2	29	
Vacation	3	1	3	4	1	2	14	
Totals	62	145	101	88	99	58	553	

as part of that program. Neither seems to be the case. The schools with less than 300 pupils have almost the exact number of articles per paper as the totals. The largest deviation below the mean, that of the over 2500 group, is exactly balanced by the greatest deviation above the mean, that of the next group, the 1501-2500 classification. This same lack of significant difference is apparent when the study is broken down into the news and editorial groups.

TABLE XI. NUMBER OF ARTICLES PER PAPER

ACCORDING TO SCHOOL SIZE

Schools Size	Totals			News and Notices		Editorials and Features	
	# of Papers	# of Art.	Art./ Paper	# of Art.	Art./ Paper	# of Art.	Art./ Paper
Over							
2500	35	62	1.77	42	1.2	20	.57
1501-							
2500	62	145	2.34	108	1.7	37	.60
1001-							
1500	56	101	1.80	74	1.3	27	.60
751-							
1000	38	88	2.32	67	1.8	21	.55
301-							
750	51	99	1.94	68	1.3	31	.61
Under							
300	28	58	2.07	35	1.3	20	.71
Totals	270	553	2.05	397	1.47	156	.58

ANALYSIS OF TOTALS BY GEOGRAPHIC SECTION

The last comparison to be made will be that of the various totals against the sections of the country. This is done in Table XII. As was observed in the previous section and will be apparent in the following discussion, the breakdown of the statistics for comparing the categories with either the school size or with the geographic section reveals no significant data. Only in three instances are both the number of articles in the section great enough that a comparison can be made. It will be noted that the number of articles under Curriculum in the Middle Atlantic States is 56 or 21 per cent of the total, 267. In the Southern States 28 Curriculum

articles are 30 per cent of the total in that section, while in the Mid-West 32 articles in this category compose 31 per cent of the articles found in that section. The total number of Curriculum articles are 24 per cent of the grand total of articles received.

A survey of this type must deal with the large totals because the criteria are too broad and the articles too few to cause the individual entries to be significant.

TABLE XII. TYPES OF GUIDANCE ARTICLES
BY GEOGRAPHIC SECTION OF THE UNITED STATES

Section	Total Returned	Educational						Voc.			Personal							Total # of Art.	Articles/Paper			
		Orientation	Curriculum	Testing	Higher ed.	Co-Curricular	Graduates	Ed-Voc Plan.	Orientation	Occ. Inf.	Job Opp.	Responsibility	Interests	Attitudes	Family Rel.	Personality	Health			Social	Community	Vacation
New England	17	2	2	1	4	2	11	2	2	3		2	2			1	1	1	2	38	2.2	
Mid-Atlantic	129	6	56	3	18	16	59	7	4	34	4	14	2	7	3	7	8	12	7	267	2.1	
Southern	45	3	28	2	5	5	15	5	3	5	5	2		1	1	3		7	3	93	2.1	
Mid-Western	49		32	2	10	3	12	3	3	15	3	3	1	2	1	3	1	5	1	100	2.0	
Mountain	5	1	5			1	2		1	1								2		13	2.6	
Western	29	1	13		5	2	4	1	1	4	2	2		2		1	1	2	1	42	1.7	
Totals	354	13	136	8	42	29	103	18	14	62	14	21	5	14	5	0	15	11	29	14	553	2.05

Thus the number of guidance articles per paper seems to be little affected by the geographical location its source. It is interesting to note that the Carter¹ thesis showed very even geographical distribution of the 74

¹Carter, Op cit.

top-winning newspapers he analyzed. For instance there were no top winners from New England. Thus the relative merits of the papers in a journalistic sense seem not to be a vital factor in the number of guidance articles they contain.

Statistics in the preceding chapter showed that every newspaper analyzed contained on an average about two guidance articles. It was further shown, however, that this did not give a true picture of the frequency of the guidance articles. When certain over-technical factors in the data were excluded the number of articles per paper was reduced to about one. By all means not even a majority of these articles could be considered good, but a few were quite outstanding. These few show that some guidance workers are using the school paper in the manner visualized by the writer. This chapter contains comments on six excellent articles that definitely fall within the guidance categories as defined by the criteria in Chapter III, and on one article that is called "Guidance Divert." Six of the seven articles are reproduced with the comments.

One of the best articles pertaining to the heading, Educational Orientation, was found in the Yall River Times of Warren High School, Warren, Arkansas. This

CHAPTER V

REVIEW OF ARTICLES CONSIDERED GOOD

Statistics in the preceding chapter showed that every newspaper studied contained on an average about two guidance articles. It was further shown, however, that this did not give a true picture of the frequency of the guidance articles. When certain over-balancing factors in the data were excluded the number of articles per paper was reduced to about one. By all means not even a majority of these articles could be considered good, but a few were quite outstanding. These few show that some guidance workers are using the school paper in the method visualized by the writer. This chapter contains comments on six excellent articles that definitely fall within the guidance categories as defined by the criteria in Chapter III, and on one article that is called "Guidance Giveout." Six of the seven articles are reproduced with the comments.

One of the best articles pertaining to the heading, Educational Orientation, was found in the Tall Timber Times of Warren High School, Warren, Arkansas. This

paper contained a short article welcoming the next year's entering class and a half-page floor plan of the school showing classrooms, offices, washrooms, and workrooms.

An article concerning Curriculum in the Northeast Megaphone, Northeast High School, Philadelphia, describes the course in distributive education. Five pictures illustrate how to enter the course and what is done in it. They are as follows: 1) being interviewed by the instructor, 2) instruction in class, 3) practical application in class, 4) preparing a window display, and 5) on the job training. The article is reproduced below:

In order to unite the interests of education and business, schools throughout the city offer students the opportunity to receive thorough training and practical experience in distributive work through the Distributive Education Course.

Only boys in their senior year are admitted to this special course. A boy who is interested in adopting this program applies to its director, and is interviewed. His scholastic records are carefully examined, and his interest in the work and his employability are considered. When the boy is accepted, he begins his training for a future vocation.

The practical training program is divided into two parts; classroom work, and actual sales or business practice. During the morning sessions in their special classroom, the students are taught English, Mathematics, Salesmanship, Retail Advertising, and Merchandise Study. Seated around their conference table, they discuss and try to solve the problems met in their daily experiences in the world of business.

Many leading stores and businesses cooperate in the Distributive Education program by supplying the jobs through which these boys gain actual experience while earning. Many

of the students have excellent positions, and a few even have started their own businesses. A survey of graduates of the Distributive Education course shows that a high percentage of students have remained in successful retailing positions and are receiving high salaries.

At Northeast, this valuable course is taught by Mr. J. D. Weiner, who has a Master of Science degree and actual retailing experience behind him. Mr. Weiner conducts his classes in an informal but business-like manner. He and the students all address each other as "Mister," in just the way they will be treated in the business world.

"We talk things over like men," Mr. Weiner explains.

In class, besides the actual instruction they receive, the boys engage in other projects. Each boy receives many opportunities to demonstrate his sales ability, using another class-member as a "customer," after which the remainder of the class discusses his methods and attempts to help him by pointing out any weaknesses in his salesmanship.

Another phase of the Distributive Education work is the "merchandise manual" prepared by each student. This research project requires the boys to choose the product he is most interested in, usually one which he sells every day in his retail job, and investigates the history, origin, manufacture, styles, costs, and all other information about that commodity. After preparing an illustrated booklet on the subject, he reports on it to the class, thus becoming an expert on his own merchandise and giving the other boys some knowledge of it at the same time.

An important part of the class work is the preparation of a window display on the product which most interests the individual, giving the student an idea of the methods of advertising his merchandise.

The Distributive Education Course is truly a valuable one to any boy interested in a retail, sales, distribution, or business career.

A number of fine articles were found in the category concerning Higher Education. They include articles de-

scribing a particular college or containing advice on obtaining scholarships. The following article is from the New Utrecht Nuhs, New Utrecht High School, Brooklyn, New York.

Information on Scholarships
Outlined by College Adviser

"Many colleges are offering scholarships of which Utrechtites are unaware," declared Mr. Philmore Groiser, scholarship adviser. "All students in sixth and seventh terms interested in applying for scholarships should see me in Office 130D during periods four, seven, and eight.

"Most scholarships are awarded on the basis of:

"1. Combination of high grades, character, and extracurricular activities;

"2. Financial need (sometimes a deciding factor);

"3. A written examination (such as the New York State Regents Scholarship); or

"4. Special ability in fields such as music, art, dramatics, science, or athletics."

The following are only a few of the scholarships for which New Utrecht students are eligible:

New York University - Each school of the university offers its own scholarships on a basis of scholastic record, character, and financial need:

1. School of Commerce - (Boys and Girls)
One year scholarships of \$162 - renewable each year.

2. School of Education - (Boys and Girls)
One year scholarships up to full cost - renewable each year.

3. University Heights - (Boys) Scholarships from \$200 to \$400.

4. Washington Square College - (Boys and Girls) Seventy freshman scholarships from \$100 to full tuition.

Regents Scholarship - (Boys and Girls)
New York State awards \$350 a year for four years

on the basis of a competitive examination and the grade of a Regents examination in one elective three year sequence. These awards may be used in any accredited college in New York State.

Although most of the articles pertaining to Occupational Information contained little information other than news of a career trip or a career day, a few did a fine job of placing information before the student. Articles with titles such as "Want to be a Secretary?" "Amiability Needed for Social Work," and "Your Career in Nursing," are examples. In The Beachcomber, Miami Beach High School, Miami Beach, Florida, There is a column called "Your Career," In the copy submitted for this survey, the column is especially interesting in that it tells of unusual occupations. The article appears below.

"Your Career"
by Dan Seltzer

Instead of discussing a career, giving information obtained in an interview, as is usually the case in this column, today let's name a few of the many out of the ordinary and unusual business ventures of which Greater Miami can boast.

The information for this column was secured from the Miami District Office of the U. S. Department of Commerce.

No more do shrimp fishermen have trouble locating shrimp beds at the bottom of the sea. Now, through the advancement of modern science, there are several types of sounding apparatus, closely related to radar, which assist them to do better work and more business.

There was a time when those who distributed hors d'oeuvres for the elite were few and far between, but now, here in Miami, there is a wholesale hors d'oeuvre business, started by a veteran, which serves night clubs, restau-

rants and hotels.

The numerous baby-diaper services here are nothing new, but did you know that one of the thriving businesses here is a Daily Baby Formula Delivery Service? From all reports, this is an extremely helpful, and not too expensive business to operate.

From the vast bodies of water surrounding southern Florida, many products may be obtained, and many useful and profitable businesses may result. Agar, a valuable jelling agent with many uses, may be obtained from ordinary sea-seed. Iodine, bromine, magnesium, and other chemical substances come from salt water, and from the numerous forms of sea-life, fish oils, glycerine, and soap may be obtained. Plankton, the microscopic ocean life which can yield unlimited supplies of protein food, has yet to be utilized.

Many articles pertaining to the Social section were, as one might guess, on dancing. Here is an unusual article from The Warrior, Wildwood High School, Wildwood, New Jersey, telling about square dancing.

"It's Not For Squares!"

Grab your partner and promenade the hall. Where, oh, where are the hearty square dances of yesteryear? We'll tell you. They're coming back!

More and more, young and old, farmers and city slickers are tapping feet to the lightening quick calls of the square dances. Certainly they're nothing new, having been danced for a hundred and seventy years. Sighs are encouraging, however. We're willing to bet that one of these nights soon the "Rec" will burst its seams because of the Monday night square dances.

And to you erstwhile square dance experts, here are some of the rules which the dancing master used to expound when grandma was a girl. (They come to us by way of the "Country Dance Book" and were taught by "Philadelphia's Leading Dancing Master.") Let it not be said of you at the next dance that your conduct was unbecoming

a lady or gentleman!

1. A lady should have an easy, becoming, and graceful movement while engaged in a quadrille or promenade. It is more pleasing to the gentleman.

2. A gentleman should make himself sociable, easy, and agreeable in dancing.

3. It is very impolite and insulting in either lady or gentleman while dancing in a quadrille to mar the pleasures of others by galloping around or inside of the next set.

4. Recollect, the desire of imparting pleasure, especially to the ladies, is one of the essential qualifications of a gentleman.

The ways of spending a vacation are many. Various articles told how to improve one's hobby, suggested summer work, and asked students not to waste the summer.

"Youth Hostels Beckon Students," from The Yellow Jacket Buzz, Newark High School, Newark, Delaware, is an example of an excellent article concerning Vacation.

"Youth Hostels Beckon Students"

Oh, for the thrill of riding your bicycle along some long deserted trail, or hiking to the top of a mountain which years ago some famous explorer climbed! The American Youth Hostels Organization, or A. Y. H. can supply you with any sort of a vacation anywhere in the out-of-doors, for a total cost of \$1.25 per day, which includes your bed each night. Just think of the places you could go, have a wonderful time, and still have lots of money left to go to a beach if you wish. Two vacations for the cost of one!

Miss Barbara Jasper and Mr. William Stone, from the Potomac Area of the A. Y. H. presented the students of Newark High School with a general picture of the hosteling life, with the aid of two films, and a bicycle loaded with all the equipment, including a sleeping sheet, which is long enough for the average person, but Newark's tallest boy must not be average for

his head stuck way out of the top. In spite of a few difficulties like this, the hostels are becoming more popular every year, and are about fifteen miles apart on some of the picturesque trails of our country, including such places as the Potomac River, the Horseshoe Trail, and Harper's Ferry, W. Va.

Groups or individuals are given pass cards which are the only signs of membership and these give the owners the opportunity to use the hostels.

On these trips, all equipment is carried on the bicycles, and some food can be bought at the hostels.

If there is enough interest in these trips a group might plan a trip with Miss Thoroughgood this summer.

In a few papers there was a column specifically devoted to disseminating guidance information. The best example of this was in The Spotlight of Kenwood High School, Baltimore, Maryland.

"Guidance Giveout"

Here is your last chance to attend the county's conferences on professional, business, and industrial services. For although the rural services were held last Tuesday at Franklin, the professional services won't be held until next Tuesday at Towson, the business services at Catonsville on May 5, and industrial services on May 12 at Dundalk. Keep in mind also the fact only people skilled in the various fields will be speakers.

Classes Hold Assembly

Juniors and seniors were informed by Geary L. Stonesifer of the Baltimore Junior College last Monday during a first period assembly, of the school's qualities and advantages. Mr. Stonesifer expressed the fact that the Junior college caters to those high school graduates who don't wish to have a four year college course although students may prepare them-

selves for a transfer to a more advanced school. At the close of the assembly, the students were given a chance to ask questions pertaining to the school.

Army Visitors

Last Wednesday two Army officers held an assembly for all junior and senior boys who had any intentions of making the Army a career. Those present, who numbered approximately 15, were briefed on the army qualifications and advantages open to those who make the army a career.

Want a Scholarship

Senatorial Scholarships are now available to deserving students at Western Maryland College, Charlotte Hall, St. Mary's Female Seminary, and Johns Hopkins University. Information concerning these scholarships may be found on the bulletin board outside of room 101. Also for a young man interested in teaching, the Parkville Kiwanas Club is offering a scholarship.

Girls Visit College

Visitors day at Towson State Teachers College last Friday found three Kenwood students and Mrs. Mildred Schmidt, guidance counsellor, among the masses. Prospective teachers from thru-out the state were present to visit the classrooms and campus, heard an address by the college president and registrar, and saw a movie and play.

Two for Price of One

When patrons attend the Middly River Rotary club's program next Thursday and Friday, they will not only see an interesting show but will be supporting the club's student loan fund.

These six articles show the fine type of guidance work being done through some school journals. However, as pointed out in Chapter IV, school newspapers are not generally used to real advantage in disseminating guidance information. There seems no doubt, though, that

the guidance department in every school could do as the few are already doing and thus improve their department.

CHAPTER II

SUMMARY AND CONCLUSIONS

SUMMARY OF FINDINGS

The findings of this study are based on an analysis of 270 high school newspapers for guidance content. The total number of articles pertaining to guidance found were 583. The following is a list of the most pertinent findings:

1. Each newspaper contained an average of two articles per paper.
2. Curriculum articles were most frequent with 133 articles, with Graduation second and Occupational Information third. These three included about half of all the articles.
3. There were 25 articles pertaining to Personality as defined in this study found in the papers.
4. There were 397 News-Notice type articles and 133 Feature-Editorial type articles.
5. Most of the Curriculum and the Graduation articles were such that they had almost no guid-

CHAPTER VI

SUMMARY AND CONCLUSIONS

SUMMARIZATION OF FINDINGS

The findings of this thesis are based on an analysis of 270 high school newspapers for guidance content. The total number of articles pertaining to guidance found were 553. The following is a list of the most pertinent findings:

1. Each newspaper contained an average of two articles per paper.
2. Curriculum articles were most frequent with 136 articles, with Graduates second and Occupational Information third. These three included about half of all the articles.
3. There were no articles pertaining to Personality as defined in this study found in the papers.
4. There were 397 News-Notice type articles and 156 Feature-Editorial type articles.
5. Most of the Curriculum and the Graduates articles were such that they had almost no gui-

dance value. The same was true of many of the Occupational Information articles.

6. Features and Editorials were slightly longer than News and Notices.

7. Forty-two per cent of the papers yielded only 11 per cent of the articles while only 16 per cent of the papers yielded 39 per cent of the articles.

8. The number of articles per paper was fairly constant when compared with either the size of the schools or the sections of the country.

9. Neither the section of the country nor the school size affected the comparative frequency of articles in various guidance categories.

REVIEW OF CONCLUSIONS

The conclusions that can be drawn from these findings are limited. They are listed below.

1. Although this study showed an average of two articles per paper, from the discussion in Chapter IV, one can conclude that the papers averaged only one worthwhile guidance article.

2. The most important conclusion of this study is that very few schools are using the school newspaper as a means of disseminating guidance information.

3. Schools with a large enrollment are using the school journal as a guidance tool no more than small schools.
4. This survey showed that no one section of the country is utilizing the school newspaper for guidance purposes more than any other.
5. A few of the newspapers analyzed proved that the school journal could be used effectively by the guidance department.
6. The journalistic quality of a school newspaper apparently has no effect on its guidance value.
7. The full potentialities of the feature type article have certainly not been exploited even among the papers which did have guidance articles.
8. A review of the pertinent literature indicated that guidance authorities are at present placing little emphasis on using school newspapers for guidance purposes.

LIMITATIONS OF THE STUDY

While this study was still in the planning stage, several limitations were evident. These were set forth on pages three and four of the first chapter. They were as follows:

1. The publications used were assumed to be typical

of school newspapers in general.

2. The papers used were representative of those published throughout the school year.

3. There was no way of determining what articles were intended as guidance articles.

4. After tabulation there was no way of distinguishing the good articles from the poor.

Perhaps the biggest limitation inherent in the nature of this study was that there was no way to distinguish between articles consciously meant to be of a guidance nature and those that happened to fall within the scope of the general criteria provided for analyzing the papers. Thus, in this study, there could be no statistics pertaining to the practices of guidance departments as to disseminating guidance information through the school paper. This information could have been obtained through a short questionnaire, but if such a questionnaire had been included with the requests for the papers, it is doubtful that the returns would have been as large or as representative.

The study was further limited in that the criteria provided no way to distinguish good articles from poor ones. Thus in tabulation a few quite good guidance articles were lost in the mass of mediocre and poor ones. This, of course, does not detract from the original intent of the study, that is to find out the nature and amount of

guidance information in school newspapers, but rather further insures that the nature of the study be general.

Undoubtedly the weakest part of this study is the limited screening value of the criteria. The criteria, purposefully very general, turned out to be too general. They did not include mention of many types of articles that should have been excluded. In particular, as mentioned in Chapter IV, the large number of articles with little or no guidance value in the categories, Graduates and Curriculum, have weighted the findings in favor of there being more guidance articles than there actually were.

A further weakness of the study is that the findings are based entirely on newspapers printed toward the end of the school year. The study would undoubtedly have been more comprehensive if two papers had been available from each school, one issued during the first part of the year and one from the last.

The general nature of this study is perhaps its greatest weakness and yet its real strength, for although some of the findings are very specific, it has been shown that apparently guidance departments are making little use of an excellent method of group guidance. For that matter, specific comparisons are impossible in that there seem to be no previous data on the subject to provide compar-

ison. However, as said before, a questionnaire to guidance directors might have proven valuable.

NEED FOR FURTHER STUDY

The field analyzed in this study is undoubtedly almost untapped. There is unlimited room for further study. One obvious study would be one which analyzed the opinions of guidance directors, school administrators, and journalism teachers. Student opinion might also be sought for the reactions of those who would benefit from a program that used the school journal as a method of group guidance.

A further study might make a direct comparison between the information absorbed by 1) a group that was given no guidance information, 2) a group that was given guidance information through a school journal, 3) a group that was given the same information in a group conference class, and 4) a group that was given the same information through both a class and the newspaper.

There is no doubt in the mind of the writer that guidance in the school newspaper is a comparatively untried tool, and it is sincerely hoped that further study of this tool will soon be undertaken.

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